Slides With Purpose

Study how a presentation guides an audience toward one clear recommendation.

ELA.9.C.5.1 "Create digital presentations with coherent ideas and a clear perspective."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the presenter's recommendation, circle details that support it, and number the slide moves from problem to evidence to solution. Your marks should show how the presentation stays focused on one perspective.

A Cooler Bus Stop

1. Slide 1, "A Cooler Bus Stop," opens with a photo of students waiting beside the unshaded sidewalk outside Lincoln High. My presentation argues that the city should add trees and a shade structure at this stop. The photo gives the audience a familiar problem before any numbers appear. On the next slide, I state the purpose plainly: safer, more comfortable waits can help students arrive ready to learn. A small map marks the stop, the nearby crosswalk, and the route many students use. These opening slides establish both my perspective and the local need for action.

2. Slide 3 supplies evidence, not a second main idea. It explains that the National Weather Service issues heat advisories when heat is expected to create hazardous conditions, then shows afternoon temperatures collected by our school's weather station during last September. A simple bar graph lets viewers compare the warmest dismissal days without reading a crowded table. I explain that heat can affect comfort and concentration, but I do not claim that one bus stop causes every student problem. By limiting the claim to the waiting area, the presentation stays credible and focused.

3. Slides 4 and 5 move from problem to solution. A labeled sketch shows where a shade structure could stand without blocking the sidewalk or crosswalk. Beside it, a short cost list separates one-time construction costs from yearly maintenance. The final slide asks the city to study the site and seek community input before choosing a design. I end by repeating the main point, not by adding new facts: this bus stop deserves a practical shade plan. Across the presentation, each visual has one job, and each slide moves the audience toward the same recommendation.

2 ANSWER WITH EVIDENCE

Use the passage

1. What recommendation does the presenter want the city to support?

2. How do the photo and map help the opening slides present a coherent idea?

3. Why does the presenter avoid claiming that one bus stop causes every student problem?

4. How do the final slides move the audience from evidence to action?

3 YOUR TURN

Your own words

Choose one change you want your school principal to consider. Create a four-slide presentation plan with a title, one or two bullet points, and one visual idea for each slide, and include a clear recommendation plus one trustworthy source. Then actually create and save the four-slide digital presentation from your plan. Your teacher will provide an approved slide tool and supported device access, with native shapes/text so no external images or accounts are required. Use a checked classroom observation or teacher-provided evidence, name its source and keep claims within what it supports. Give every slide a readable title, one or two focused bullets and an actual relevant visual, such as a labeled diagram or simple icon you draw with shapes. Keep one clear recommendation and a logical sequence. Show the saved slides to a partner and record whether the main recommendation and evidence are clear.

SLIDE	TITLE	BULLET POINTS	VISUAL IDEA	SOURCE

ANSWER KEY

Slides With Purpose

GRADE 9 · ELA.9.C.5.1

PART 1 · READ AND MARK

Underline the presenter's recommendation, circle details that support it, and number the slide moves from problem to evidence to solution. Your marks should show how the presentation stays focused on one perspective. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What recommendation does the presenter want the city to support?	**The city should add trees and a shade structure at the bus stop outside Lincoln High.**
2	How do the photo and map help the opening slides present a coherent idea?	**The photo introduces the familiar problem of waiting without shade, and the map shows the specific local stop, crosswalk, and student route.**
3	Why does the presenter avoid claiming that one bus stop causes every student problem?	**The presenter limits the claim to the waiting area so the presentation remains credible and focused.**
4	How do the final slides move the audience from evidence to action?	**They show a possible location and costs, then ask the city to study the site and seek community input before choosing a design.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Slide 1, “Refill, Not Trash”: • Our school should add a bottle-filling station near the gym. Visual: photo of the current drinking fountain. Slide 2, “A Busy Location”: • Students pass this hallway before and after physical education. • A station there would be easy to find. Visual: simple hallway map. Slide 3, “Why Reduce Waste?”: • Using reusable bottles can reduce the need for disposable bottles. • The EPA recommends reducing waste at the source. Visual: reusable bottle and recycling bin icons. Source: U.S. Environmental Protection Agency, “Reducing Waste: What You Can Do,” epa.gov/recycle/reducing-waste-what-you-can-do. Slide 4, “Start With One Station”: • Ask facilities staff to compare models and report the cost. • Begin with one station near the gym. Visual: checklist with a water-drop icon.

This is a preparatory four-slide outline. Learners must create the actual digital slides, use checked evidence appropriate to their classroom and show the saved result. The model does not establish an observed waste reduction.

Accept answers that identify the recommendation and explain how slide order, evidence, and purposeful visuals support one perspective. For Part 3, accept varied topics if the slide sequence is logical, the recommendation is clear, and the source is credible. Provide approved tool/device access. Inspect the actual saved four-slide digital presentation, not only this planning table: coherent ideas, clear perspective, readable titles/bullets, actual relevant native visuals and source credit, logical sequence and real partner clarity observation. Do not require an external image, live website or oral speech. The model outlines a proposal; no measured waste outcome is claimed.